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ABSTRACT

Since the late 1960s, Philadelphia has increasingly given more and more attention to formal evaluation of early childhood programs. Provided in this paper is a brief discussion of the evaluation approach and philosophy that guided program evaluation efforts in 1988. The discussion is followed by an annotated outline of the main evaluation activities. The evaluation documents four major program components that center on: (1) development and education; (2) parent involvement; (3) staff development; and (4) special supportive services. The developmental and educational component includes the maintenance of a comprehensive, computerized longitudinal file system and the analysis of data entered in the system. The file annually updates nearly 200,000 records of participating and comparison students. In the annotated outline of the evaluation, specific outcomes related to the long-term effects of prekindergarten programs are presented. It is concluded that the analyzed data support the establishment of a Follow Through-like program for students in the late primary grades. Appendix A charts major characteristics of Early Childhood Programs in Philadelphia. Appendices B, C, and D provide materials, such as forms, checklists, measures, file layouts, and questionnaires, related to components 1, 2, and 3 above. (RH)

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THE EVALUATION OF EARLY CHILDHOOD PROGRAMS IN PHILADELPHIA

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Presentation at the
Early Childhood Conference
U.S. Department of Education

Washington, D.C.
November 1988

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ABSTRACT

The Evaluation of Early Childhood Programs in Philadelphia

Thomas C. McNamara

Philadelphia, with its more than a century-old commitment to early childhood programs, has given more and more attention to formal evaluation of those programs since the late 1960's. Evaluation efforts are centered on a comprehensive documentation orientation with concentration on the four major program components: a) the developmental/educational component, b) parent involvement, c) staff development, and d) the special supportive services component. There is also a special emphasis on a comprehensive, computerized longitudinal file, which annually updates almost 200,000 active records of students who were either participants in early childhood programs or attended school at program comparison sites.

A clear policy implication of the analysis of the long term performance of a large number of cohorts with experience in two major prekindergarten programs for low-income students is that the Follow-Through concept needs to be revived and consistently supported.

The Evaluation of Early Childhood Programs
in Philadelphia

I. INTRODUCTION

Early Childhood Programs have a long history in Philadelphia, a fact that seems particularly congruent with the city's long history in contributing to the development of this nation. The following chronological list of the city's early childhood activities is enlightening:

1. Philadelphia established Kindergartens systemwide in the 1870's.
2. A Child Care program - pre-K and K; low to middle SES - was established under the first Impact Aid Act during World War II in the mid-1940's.
3. Parent Cooperative Nurseries - pre-K; middle to low SES - were begun in the mid 1950's.
4. Philadelphia's initial Head Start Program (Get Set) - pre-K; low income children - began in the mid-1960's as part of the first wave of the Great Society's Head Start operations. But Get Set became "Get Set Day Care" when funding shifted to Social Security auspices in the late 1960's.
5. The National Follow Through program - poverty level children; K-3 - made Philadelphia its largest single site, with seven instructional models represented, in the late 1960's.

6. The new approach to Head Start, i.e., Prekindergarten Head Start (Planned Variation Head Start) - pre-K; poverty level children - became a major part of Philadelphia' early childhood efforts in the mid-1970's.

7. By the mid 1970's there were also created local adaptions of Follow Through (K-3), based on Philadelphia's two most successful models, Behavior Analysis and Bank Street, and funded either under Title I (Chapter I) - Project Success - or the operating budget Primary Skills.

8. Two other major schoolage programs were established by Philadelphia in the mid-1970's as part of its overall early childhood operation, both programs targeting at-risk students: Checkpoint, an operating budget program for underachievers in Grades 1-3; and b) Benchmark, a Title I/Chapter I program for the lowest achieving students in Grades 4-6 in schools in high-risk areas of the city.

Appendix A provides a recent summary of Early Childhood Programs in Philadelphia, and their major characteristics.

The School District of Philadelphia, including its prekindergarten programs and the many schoolage programs traditionally associated with early childhood education in Philadelphia, has provided early childhood services to more than 50,000 students a year since the late 1960's. The School District continues to expand this commitment with its current priorities of child advocacy, parent involvement, and early concern for students' mental and physical health, and under these priorities is channeling as many resources as possible to new programs, such as a

greatly expanded number of Full Day Kindergartens, a large K-2 Transition Program, Early Intervention and Transitioning Child programs for handicapped prekindergarten children, and most recently a wide range of redirected Chapter 1 programs with early prevention of poor performance a major emphasis. A still further example of early childhood commitment is the School District's recent introduction of standardized developmental checklists at the early elementary grades, in this way providing for a well articulated focus on children's developmental progress from pre-kindergarten through Grade Two.

In the following, a description of the evaluation efforts that Philadelphia makes in relation to these programs will be provided. A brief discussion of the evaluation approach/philosophy that guides the efforts will be outlined first, followed by an annotated listing of the main evaluation activities. Some specific evaluation outcomes related to the long-term effects of prekindergarten programs will then be presented, with some concluding remarks related to plausible implications of these findings.

II. EARLY CHILDHOOD EVALUATION IN PHILADELPHIA

A. Evaluation Approach/Philosophy

While Early Childhood Programs have a long history in Philadelphia, research and evaluation efforts in this area have relatively short precedents. Though there were several separate program evaluations earlier, e.g., related to Follow Through and Head Start, a comprehensive Early Childhood Research and Evaluation Unit was established in Philadelphia for the first time in 1976 as part of the Division of Priority Operations

Evaluation Services, Office of Research and Evaluation. Extensive research and evaluation efforts have continued since that time. The major evaluation philosophy has consistently been a straight-forward, comprehensive documenting approach [1] that provides primarily descriptive information on a yearly basis, both as regards program implementation and outcomes. This is the most essential level of information, and the type of data program and School District administration have found most useful.

Although the evaluation philosophy did not explicitly recognize initially how much reliance was also being placed on a "program theory" [2] approach, this realization gradually came to the forefront, so that now evaluation efforts are also formally guided by a "plausible and sensible model of how a program is supposed to work" (p.5), and consequently very serious attention is given to the "program theory" functions of:

1. Identifying the problem and the target group
2. Improving consensus formation

[1] This approach seemed a natural conclusion of the thinking of: Messick, S. and Barrows, T.S. (1972) Strategies for research and evaluation in early childhood education, In Early Childhood Education, 71st NSSE Yearbook, Part II, Chicago, ILL: University of Chicago Press, pp. 261-290.

[2] Bickman, L. (1987) The functions of program theory. In L. Bickman (Ed.) Using Program Theory in Evaluation, New Directions for Program Evaluation, Number 33, San Francisco, Calif.: Jossey-Bass, pp. 5-18.

3. Providing program implementation description
4. Specifying intervening variables
5. Clarifying measurement issues
6. Improving formative use of evaluation
7. Discriminating between program failure and theory failure
8. Uncovering unintended effects
9. Assisting policy makers
10. Contributing to social science knowledge

B. Evaluation Operations

The ongoing evaluation process focuses on documentation of four major program components: a) the developmental/educational component - including maintenance and analysis of a comprehensive, computerized longitudinal file system, b) parent involvement, c) staff development, and d) special supportive services. The activities associated with each component are outlined below:

A. The Developmental/Educational Component

1. Program Implementation

a. Prekindergarten Level: the Prekindergarten Programs Implementation Checklist (See Appendix B) used in a sample of centers by research and evaluation staff.

b. Schoolage Level: the Schoolage Programs Implementation Checklist (Appendix B) used in a sample of schools by staff.

2. Developmental Status

a. Prekindergarten Level: the Developmental Behavior Checklist (DBC) - (See Appendix B) completed as an ongoing observation process by center teachers; the data are collected, and analyzed, and feedback given by staff twice a year

b. Schoolage Level: The K-2 Developmental Checklists (see sample Grade 1 checklist in Appendix B), are completed by teachers by mid-year for students estimated to be at risk/in need of referral to Special Education services.

3. Achievement Data, Citywide Tests

a. Cross-sectional data: Prekindergarten "Graduates" - Every child enrolled in School District-affiliated prekindergarten programs is tracked K-12 via a special longitudinal file (see early sample file layout, Appendix B); each year each cohort's (entering K group) performance is analyzed in terms of current grade status (data provides continuous replicated cross-sectional information on pre-K graduates' achievement); approximately 200,000 active records are updated each year.

b. Cross-sectional Data: Schoolage Programs - annual comparison of schoolage programs' performance against total city performance and/or special Chapter I comparison groups.

c. Longitudinal Data: Prekindergarten Programs - e.g., recent analysis of degree of maintenance of at/above grade level performance, by cohort in strictly longitudinal terms.

4. Retention in Grade/Special Education Assignment Studies: Prekindergarten Programs - e.g., recent analysis of rate of assignment of two cohorts of two programs' graduates to Special Education, and rate of retention in grade of these same cohorts, in relation to total system rates.

B. Parent Involvement Component

Evaluation efforts in this area primarily concentrate on volunteer rates (see Parent Volunteer Data Form, Appendix C) in the areas of 1) classroom participation, 2) program meetings/workshops, 3) fund-raising activities, 4) class trips, and 5) related activities, e.g., special social, holiday activities; the data are recorded and analyzed by individual volunteer, and center, allowing summarization within each program and then across programs.

C. Staff Development Component

1. Feedback: Group Staff Development Sessions - (see Feedback From, Appendix D) session leaders obtain participants' reactions re interest in and effectiveness of presentation.

2. Annual Survey: All teachers in all major programs are asked to respond annually to a questionnaire (see sample in Appendix D) focusing on satisfaction with staff development activities, recommendations for the future, etc.

D. Special Supportive Services Component

Evaluation staff obtain and summarize School District health records, special agency data related to e.g., medical, dental health screenings, special social/ psychological services. (Prekindergarten Head Start is the only major program requiring and funding the provision of comprehensive supportive services for program children.)

C. Some Long Term Effects of Prekindergarten Programs

Before dealing with the question of long-term effects per se, it is important to note that the effectiveness of Philadelphia's programs is first documented at the prekindergarten level through

yearly data based on administration of the Developmental Behavior Checklist (DBC). This 150- item, standardized checklist is used for systematic observation of all prekindergarten children by teachers in programs affiliated with the School District, and provides information on developmental status in seven major areas: 1) Gross Motor, 2) Fine Motor-Manipulation, 3) Fine Motor-Writing, 4) Self-Help, 5) Social Development, 6) Cognitive Development, and 7) Language Development. The DBC has been used consistently for more than eight years, and a recent study of two cohorts in two of the prekindergarten programs (Get Set Day Care and Prekindergarten Head Start) found it had good predictive power for later school success and/or problems.

In addition to reporting current developmental status for prekindergarten children, the School District routinely tracks all prekindergarten program "graduates" K-12, and some recent long-term effects studies based on citywide test data show the following:

1. Parent Cooperative Nursery graduate cohorts (entering Kindergarten groups) have been tracked through Grade Nine, i.e., 10 cohorts have entered Kindergarten; 9 have entered First Grade, etc. through 1 cohort which has reached Ninth Grade. This program for middle and low income children - with mandated parent involvement a half-day each week - has the following record of achievement: On citywide tests, 100% of all the cohorts

exceeded national norm expectations (i.e., in terms of expected percentages at/above the national 50th percentile) - usually by a large margin - across K-8 in Mathematics; and 87% of the cohorts exceeded national norm expectations - again, usually by a large margin - across K-8 in Reading; the few remaining cohorts have never had less than 40% at/above the national 50th %ile in Reading at any of these grade levels. Note: The level of accomplishment seems at least to some degree related to the mandated parent involvement and socioeconomic status of the families.

2. Child Care graduate cohorts have also been tracked through Grade Nine - 9 cohorts have entered Kindergarten, 8 have entered First Grade, through 1 cohort which entered Ninth Grade. The achievement record for this program for low to middle income children is as follows: More than 80% of all the cohorts equaled/exceeded national norm expectations across K-8 in Math; and more than half of the cohorts equaled/exceeded national norm expectations across K-8 in Reading. Relatively few of the remaining cohorts have had less than 40% at/above the 50th %ile at any of these grade levels in either of the two areas. Note: The level of accomplishment of this program also seems related to the socioeconomic status of program participants.

3. Get Set Day Care graduate cohorts have been tracked through Grade 12, i.e., 13 cohorts have entered Kindergarten; 12 have entered First Grade, through 1 cohort which has entered Twelfth Grade. Get Set is a program for low income children and has the following record of achievement: In Math, across Grades K-3, 93% of the cohorts have equaled/exceeded national norm expectations; most cohorts have had at least 40% at/above the national 50th %ile in Grades Four, and Six. In Reading, across Grades K-2, 77% of the cohorts have exceeded national norm expectations; most cohorts have had at least 40% at/above the national 50th %ile in Grades Three and Four. Note: Though there are no specific explanations available, the decline in upper grade performance, especially in reading may be related to the possibility that basic skill proficiency in the early grades is not attaining the level of automaticity required to readily handle upper grade content.

4. Prekindergarten Head Start graduate cohorts have also been tracked through Grade 12, i.e., 13 cohorts have entered Kindergarten; 12 have entered First Grade, through 1 cohort which has entered Twelfth Grade. Prekindergarten Head Start is a poverty level program and has achieved as follows: In Math, across Grades K-3, 87% of the ochorts have equaled/exceeded national norm expectations, at least 3/4 of the cohorts

have had at least 40% at/above the national 50%ile in Grades Four and Five. In Reading, across Grades K-2, 77% of the cohorts have equaled/exceeded national norm expectations; at least 2/3 of the cohorts have had at least 40% at/above the national 50th%ile in Grades Three and Four. Note: The decline in upper grade performance in reading for graduates of this poverty level program may be a function of the same possibility offered above for Get Set.

The long-term data discussed in the preceeding segments is based on replicated cross-sectional analyses. A recent strictly longitudinal study of the data yielded essentially the same type of performance profiles for the four programs.

In addition to the above achievement information, two separate cohorts of Get Set Day Care and Prekindergarten Head Start graduates were recently studied at Grades Four and Five to determine rates of retention in grade and assignment to Special Education (as well as the predictive power of the DBC, as already noted). It was found that graduates of these two programs had notably less incidences of grade retention and assignment to Special Education than other students in the system.

Even though the focus of this section is on the long-term effects of prekindergarten programs, the following performance data for schoolage programs are worth mentioning.

In the heyday of Follow Through (mid-to-late-1970's) the Behavior Analysis Model was consistently high performing K-3, usually equaling or exceeding national norm expectations in Math across this range and always being at least in the high 40% range at/above the national 50th%ile in Reading across these grade levels. The model received national validation as an effective program by the JDRP (Joint Dissemination Review Panel of the National Institute of Education and the Office of Education) in the late 70's. Among recent schoolage programs, the Primary Skills Program, which is an operating budget spinoff of Follow Through has a record of many years of equaling/exceeding national norm expectations in Reading and Math K-2, and has given evidence most recently, when the program was extended to Grade Three, of gradually being able to achieve national norm expectations in both areas at this grade level also. Among Non-Follow Through schoolage programs, the Benchmark Program, which is a Chapter I program for the lowest achieving (usually below national 16th%ile) students in Grades 4-6, has consistently shown that it can upgrade the minimum functioning levels of these students on both criterion-referenced and norm-referenced tests.

The School District's Early Childhood programs then, especially in the prekindergarten area, have produced achievement results comparable to other nationally cited

data,[3] and add further support to High/Scope's studies regarding the cost-benefit of prekindergarten programs.

III. CONCLUDING STATEMENT

Early Childhood Education in Philadelphia continues to build on its long history, and evaluation efforts have been gradually introduced over the years that will allow continuous documentation of the major components of the wide range of early childhood programs. In the course of this documenting effort to date, the evaluation data seems to point most consistently to one finding associated with long-term tracking of prekindergarten "graduates". The two programs for low-income, poverty-level children, i.e., Get Set and Prekindergarten Head Start, show a pattern of decline in performance among their graduates, especially in reading beginning in Grade Three, that seems to carry the plausible implication that low-income/poverty situations create problems for children in school that call for consistent attention through the early grades if steady maintenance of achievement is to be realized throughout their school careers. This is clearly to imply, then, that the Philadelphia data support restablishment of a program like Follow Through, at least a program with the same concept, and, in fact, one that would be in an excellent position to benefit from all the problems encountered in the first version of that program.

3 See e.g., Schweinhart, L.J. and Mazur, E. (1987) Prekindergarten programs in urban schools. High/ Scope Early Childhood Policy Papers No. 6, Ypsilant:, Mich.: High/Scope

APPENDIX A

A Recent Summary:
Major Characteristics of
Early Childhood Programs
in Philadelphia

PROGRAM CHARACTERISTICS
EARLY CHILDHOOD EDUCATION

PROGRAMS	NUMBER OF CHILDREN SERVED	CHILDREN'S AGE/GRADE	LENGTH OF PROGRAM DAY/DAYS OF WEEK	LENGTH OF PROGRAM YEAR	NUMBER OF CENTERS/ SCHOOLS	FUNDING	COMPONENTS COMMON TO ALL PROGRAMS
CHILD CARE	1,470	INFANTS AND TODDLERS NURSERY AGE KINDERGARTEN SCHOOLAGE AGES 3 MO. TO AGE 11	7:00 A.M. TO 6:00 P.M. EVERY WEEKDAY	TWELVE MONTHS	17 CENTERS	OPERATING BUDGET AND TITLE XX	EDUCATIONAL/ DEVELOPMENTAL PARENT INVOLVEMENT
DOUGLASS SCHOOL-PREKINDERGARTEN	33	PRESCHOOL PREDOMINANTLY 4 YEAR OLDS	8:45 A.M. TO 2:00 P.M. EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	1 SCHOOL	OPERATING BUDGET	STAFF DEVELOPMENT
DURHAM CHILD DEVELOPMENT CENTER	325	INFANTS AND TODDLERS PRESCHOOL GRADES K-5	7:00 A.M. TO 5:00 P.M. EVERY WEEKDAY FOR INFANTS AND TODDLERS/ REGULAR SCHOOL DAY EVERY WEEKDAY FOR OTHERS	TWELVE MONTHS FOR INFANTS AND TODDLERS/TEN MONTHS (SCHOOL YEAR) FOR OTHERS	1 CENTER	OPERATING BUDGET AND TITLE XX	COMPONENTS COMMON TO MANY PROGRAMS SOCIAL SERVICES
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: ACADEMICS PLUS	16,000	GRADES K-9	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	36 SCHOOLS	OPERATING BUDGET	NUTRITIONAL SERVICES
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: BENCHMARK	832	GRADES 4-6	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	26 SCHOOLS	CHAPTER ONE (ECIA)	MEDICAL SERVICES
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: FOLLOW THROUGH	260	GRADES K-2	REGULAR SCHOOLDAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	1 SCHOOL	OMNIBUS RECONCILIATION ACT	DENTAL SERVICES
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: KINDERGARTEN	14,000	KINDERGARTEN	AT LEAST A HALF-DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	173 SCHOOLS	OPERATING BUDGET	PSYCHOLOGICAL SERVICES
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: PRIMARY SKILLS	4,600	GRADES K-3	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	14 SCHOOLS	OPERATING BUDGET	

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PROGRAM CHARACTERISTICS
EARLY CHILDHOOD EDUCATION

PROGRAMS	NUMBER OF CHILDREN SERVED	CHILDREN'S AGE/GRADE	LENGTH OF PROGRAM DAY/DAYS OF WEEK	LENGTH OF PROGRAM YEAR	NUMBER OF CENTERS/ SCHOOLS	FUNDING	COMPONENTS COMMON TO ALL PROGRAMS
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: PROJECT SUCCESS	8,300	GRADES 1-4	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	67 SCHOOLS	CHAPTER ONE (ECIA)	EDUCATIONAL/ DEVELOPMENTAL
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: TRANSITION PROGRAM	1,600	SEVERAL GRADE COMBINATIONS K-1, 1-2, 2-3	REGULAR SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	65 SCHOOLS	OPERATING BUDGET	PARENT INVOLVEMENT
EARLY CHILDHOOD SCHOOLAGE PROGRAMS: TRAVELING EDUCATION SUPPORT SYSTEM	MANY THOUSANDS OF CHILDREN THROUGH TRAINING OF STAFF AND PARENTS	ALL GRADES	ON REQUEST DURING REGULAR SCHOOL DAY	TEN MONTHS (SCHOOL YEAR)	1 HOME BASE/ AS MANY AS 99 SITES FOR WORKSHOPS	CHAPTER TWO (ECIA)	STAFF DEVELOPMENT
							COMPONENTS COMMON TO MANY PROGRAMS
GET SET DAY CARE	2,547	SOME TODDLER, PRESCHOOL, AND SOME SCHOOL AGE; 2 YEAR OLDS TO 11 YEAR OLDS	7:00 A.M. TO 6:00 P.M. EVERY WEEKDAY	TWELVE MONTHS	44 CENTERS	TITLE XX AND OPERATING BUDGET	SOCIAL SERVICES NUTRITIONAL SERVICES
PARENT COOPERATIVE NURSERIES	440	PRESCHOOL 4 YEAR OLDS	HALF-DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	21 CENTERS	OPERATING BUDGET AND PARENT FEES	MEDICAL SERVICES
PREKINDERGARTEN HEAD START	1,760	PRESCHOOL 3 AND 4 YEAR OLDS	REGULAR FULL SCHOOL DAY EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	29 CENTERS	OMNIBUS RECONCILIATION ACT, AS ADMINISTERED BY DEPT. OF HEALTH AND HUMAN SERVICES, AND OPERATING BUDGET	DENTAL SERVICES PSYCHOLOGICAL SERVICES
PRESCHOOL CHILD DEVELOPMENT PROJECT (H. A. BROWN SCHOOL)	65	NURSERY AGE PRESCHOOL KINDERGARTEN 3 YEAR OLDS TO 5 YEAR OLDS	8:45 A.M. TO 2:00 P.M. EVERY WEEKDAY	TEN MONTHS (SCHOOL YEAR)	1 SCHOOL	CHAPTER ONE (ECIA)	

A-2

APPENDIX B

Developmental/Educational Component

- Program Implementation Checklists
- Developmental Measures
- Longitudinal File Layout

PREKINDERGARTEN PROGRAMS IMPLEMENTATION CHECKLIST

OFFICE OF PLANNING, RESEARCH AND EVALUATION

LOG	SITE CODE/DISTRICT	ROOM NO.	OFFICE USE
1	2	3	4

PROGRAM	SITE NAME	
RESEARCHER	DATE	TIME

NOTE TO THE TEACHER: Use of this checklist by research staff is a requirement of the funding agency in order to document program implementation and assist in program improvement. The data are only used in summary form to describe the status of the program and never in individual form to describe a teacher. You are receiving a copy of the completed checklist for your use only. You are not obliged to share it with anyone else, but you are free to share it with anyone you wish, including your principal or supervisor.

STAFFING/GROUPING

.The teacher worked with the whole class _____

.The teacher worked with small groups/ individual children _____

.The assistant teacher/aide worked with small groups/individual children _____

.The parent scholar worked with small groups/individual children _____

.The volunteer(s) worked with small groups/ individual children _____

INTERACTIVE/INSTRUCTIONAL PROCESS

.The children were told the specific objectives of each activity _____

.There was direct instruction _____

.There was indirect instruction _____

.The adults played/worked along with the children _____

.There was use of closed questions (content) _____

.There was use of open questions (content) _____

.There were clues given on how to respond to questions _____

.There was factual information given _____

.There was consistent use of positive reinforcement techniques _____

.The children were read to _____

.The children talked freely to one another _____

.The children were actively engaged in the activities _____

THE TOTAL NUMBER OF CHILDREN _____

THE TOTAL NUMBER OF ADULTS _____

DEVELOPMENTAL EMPHASIS

(Number of children engaged in each developmental category during 30').

_____ Gross Motor

_____ Fine Motor-Manipulation

_____ Fine Motor-Draw/Write

_____ Social Interaction/Rapport

_____ Social Responsibility/Self-Help

_____ Ideation - Math/Logic

_____ Language/Vocabulary

ACTIVITIES:

_____

_____

_____

_____

_____

_____

_____

_____

DEVELOPMENTAL AREAS/MATERIALS

(1=In use 2=Present, but not in use)

_____ Large Block Area

_____ Fine Motor Manipulative Materials

_____ Paint Area

_____ Housekeeping Area

_____ Sand/Water Table

_____ Book Area

_____ Music Area or Musical Instruments

_____ Environmental (Animals, Fish Tank, Projects with Plants)

_____ Bilingual/Bicultural/Ethnic

_____ Children's Work on Display

_____ Outdoor Playground at Building

SCHOOL AGE PROGRAMS IMPLEMENTATION CHECKLIST
OFFICE OF PLANNING, RESEARCH AND EVALUATION

LOG	PROG/SCH. CODE	GRADE	OFFICE USE
1	2	3	4

PROGRAM | SCHOOL

RESEARCHER | DATE | TIME

NOTE TO THE TEACHER: Use of this checklist by research staff is a requirement of the funding agency in order to document program implementation and assist in program improvement. The data are only used in summary form to describe the status of the program and never in individual form to describe a teacher. You are receiving a copy of the completed checklist for your use only. You are not obliged to share it with anyone else, but you are free to share it with anyone you wish, including your principal or supervisor.

STAFFING/GROUPING

.The teacher worked with the whole class ____
.The teacher worked with small groups/ individual children ____
.The aide worked with small groups/ individual children ____
.The parent scholar worked with small groups/individual children ____
.The volunteer(s) worked with small groups/ individual children ____

INSTRUCTIONAL PROCESS

.There was a posted schedule of instructional activities ____
.Classroom rules were posted ____
.There were reminders of the specific objectives of each activity ____
.There was direct instruction ____
.There was indirect instruction ____
.There was consistant use of positive reinforcement techniques ____
.There was use of closed questions (content) ____
.There was use of open questions (content) ____
.There were clues given on how to respond to questions ____
.There was factual information given ____
.There was evidence of a language experience approach ____
.There was evidence that the teacher encouraged excellence from the children ____
.The children asked questions of the adults ____
.The children talked to one another (approved/allowed by adult) ____
.The children read to themselves ____
.The children were engaged in writing ____
.The children were asked to think logically ____
.The children were actively engaged in their work ____

THE TOTAL NUMBER OF CHILDREN ____

THE TOTAL NUMBER OF ADULTS ____

INSTRUCTIONAL CONTENT

(Indicate the number of children during a 30 minute period.)

____ Language Arts
____ Reading
____ Arithmetic
____ Social Studies
____ Bilingual/Bicultural
____ Arts/Crafts
____ Science (includes cooking)
____ Other _____
____ Subject matter was integrated

Explain: _____

THE AREAS/MATERIALS OBSERVED IN ROOM: (Not Necessarily in Use)

____ Library Area (Must include child made and commercial)
____ Listening Center
____ Independent Work Area(s)
____ Progress graphs/charts (teacher)
____ Child-made pictures, art, crafts
____ Language Experience Charts
____ Program Materials (Ch.1-Title 1)
____ Cultural Book-making
____ Cultural Corner
____ Individual Prescription Folders
____ Bilingual/Bicultural/Ethnic Materials
____ Evidence of materials which reflect integration

____ THE AIDE REINFORCED INSTRUCTION IN SPANISH

ABBREVIATED DBC ITEM DESCRIPTIONS

GROSS MOTOR

1. Throws small ball
2. Walks on tip toes
3-5. Balances on each foot
6. Walks on a line
7. Catches ball
8. Alternates feet up stairs
9. Squats in play
10-11. Skips
12. Steps backwards
13-14. Jumps from step
15. Walks on hands and feet
16-17. Hops on each foot
18. Runs lightly on toes
19. Does jumping jacks

FINE MOTOR MANIPULATION

1. Turns book pages 1 at a time
2. Builds tower of 9 blocks with model
3. Manipulates clay
4. Strings 4 or more beads
5. Builds bridge with cubes
6. Builds tower - 10 cubes, no model
7-8. Cuts paper with scissors
9. Rolls small ball out of clay
10. Builds stairs using 6 cubes
11. Folds triangle from square
12. Imitates 3-step folding

FINE MOTOR WRITING

1. Draws or scribbles
2. Imitates horizontal line
3. Imitates vertical line
4. Imitates circular stroke
5. Imitates "H" stroke
6. Imitates "V" stroke
7. Copies circle
8. Imitates cross
9. Paints at easel: strokes, dots, etc.
10. Holds paper with passive hand
11. Traces diamond
12. Copies star
13. Copies separate circles
14. Copies touching circles
15-16. Adds parts to man
17. Copies square
18. Copies triangle
19-20. Draws person
21. Copies rectangle with diagonals
22. Draws simple house
23. Copies diagram
24. Prints a few letters
25. Prints first name from memory

SOCIAL DEVELOPMENT

1. Knows gender
2. Initiates own play
3. Engages in domestic fantasy play
4. Plays simple group games
5. Spontaneously joins group
6. Engages in cooperative play
7. Plays competitive physical games
8. Plays simple table games
9. Listens to story in group
10. Asks for favorite stories
11. Will speak alone in front of a group
12. Finishes tasks
13. Takes turns
14. Abides by classroom rules
15. Handles material with care
16. Shows respect for other's property.
17. Is outgoing rather than shy
18. Converses without interrupting
19. Accepts disagreement

SELF HELP

1. Removes coat without help
2. Pulls on socks, mittens or pulls up pants
3. Takes off shoes, mittens, socks
4. Unbuttons clothing
5. Unzips zippers
6. Buttons 2 buttons
7. Puts on coat unassisted
8. Puts on shoes
9. Laces shoes
10. Ties shoe laces
11. Pulls down pants at toilet
12. Uses bathroom unassisted
13-14. Washes and dries hands and face.
15. Feeds self
16. Spreads butter
17. Pours from small pitcher
18. Uses fork and spoon to eat

COGNITIVE

1-3. Points to body parts
4. Names 6 objects
5-6. Names pictures of objects
7. Matches colors
8-9. Names colors
10. Names pictures from memory
11. Matches animal pictures
12-13. Repeats digits
14-15. Name what/who performs action
16. Recalls picture
17-18. Understands prepositions
19-21. Knows number of circles at a glance
22-24. Names function
25. Follows 3-step directions
26. Tells story about a picture
27. Recognizes textures
28. Tells which is bigger
29-30. Makes opposite analogies
31. Defines 6 words
32. Gives full name
33. Gives own age
34. Gives home address
35-37. Counts & tells how many
38. Points to longest line
39. Knows name of coins
40. Forms rectangle from 2 triangles
41. Knows left and right
42. Knows what number follows eight
43. Can tell difference and similarities between pencil and crayon

LANGUAGE

1. Responds to name
2. Makes a negative statement
3. Responds to simple questions
4. Verbalizes needs
5. Uses short complete sentences
6. Uses the pronoun "I" in sentences
7. Asks questions of adults
8. Uses plurals
9. Talks to other children
10. Verbalizes vowel sounds
11. Verbalizes initial sounds
12. Repeats sentences
13. Names own drawing
14. Pronounces beginning and middle sounds
15. Describes ongoing activities
16. Listens to stories and answers questions
17. Relates 3 events of story in sequence
18. Speech contains little baby talk

Developmental Checklist
Grade 1

Fine Motor

	+	−	0
1. Cuts card/cloth	⊕	⊖	⊜
2. Copies O + | | △ ◇	⊕	⊖	⊜
3. Draws from memory O + | | △ ◇	⊕	⊖	⊜
4. Draws person 6 parts	⊕	⊖	⊜
5. Adult pencil grasp	⊕	⊖	⊜

Language

	+	−	0
1. Names 2 words that rhyme	⊕	⊖	⊜
2. Gives full name, age, address	⊕	⊖	⊜
3. 1st, 2nd, 3rd, 4th, 5th	⊕	⊖	⊜
4. 4 plural forms	⊕	⊖	⊜
5. 6 plural forms	⊕	⊖	⊜

Cognitive

	+	−	0
1. Understands right and left	⊕	⊖	⊜
2. Gives similarities	⊕	⊖	⊜
3. Prompted seriation by length	⊕	⊖	⊜
4. Partial seriation no prompt	⊕	⊖	⊜
5. Conserves number	⊕	⊖	⊜
6. Sorts on 2 dimensions	⊕	⊖	⊜

Memory

	+	−	0
1. 3 action sequence	⊕	⊖	⊜
2. 4 picture sequence	⊕	⊖	⊜
3. 4 number sequence	⊕	⊖	⊜
4. Recites simple story	⊕	⊖	⊜

Social Emotional

	+	−	0
1. Takes turns	⊕	⊖	⊜
2. Shares with classmates	⊕	⊖	⊜
3. Follows class rules	⊕	⊖	⊜
4. Completes tasks (work or play)	⊕	⊖	⊜

Use special code section on reverse side in Column A. Fill in circles for 1, 2, or 3 as follows (when appropriate):

1 = Not tested, does not understand English

2 = Not tested, absent

3 = Not tested because of physical impairment

Key to scoring:

+ = Credit

− = Tested, no credit

0 = Did not observe

B–4

File A5400H | Analyst [illegible] | Progmr | Run VARIOUS | Date 6/21/77 (?

DESCRIPTION:

EARLY CHILDHOOD BASE FILE

(FIXED PORTION)

COPY NAME | 370

FILE: ECINFD, ECOUTFD | STD. LABELS Y | UNLABELLED | MULTI-VOL.

RECORD: ECWKREC

FILE SEQUENCE | STORAGE MEDIA: TAPE | DISK: | CARD: | STANDARD LABEL FILENAME: | SYS #:

☐ Input ☐ Output | Volume | Frequency | Blocking VARIABLE | Max. Block Size 2048

DATA LEGEND – DEFINE WITH COBOL PICTURES

9 Numeric | A Alpha | S9 Sign Numeric | V Assumed Decimal | X Alphanumeric

ITEM NO.	ITEM DESCRIPTION	ITEM SOURCE		MAX. NO. CHA.'S.	NO. OF BYTES	CUM.MAX. BYTES	DAT PICTU
1	PUPIL ID NUMBER				7	7	X(7)
2	PUPIL NAME (FREE FORM)				24	31	X(24)
3	FIX-FIELD NAME						
	a. LAST NAME				16	47	X(16)
	b. FIRST NAME				12	59	X(12)
	c. MIDDLE INITIAL				1	60	X
4	PHONETIC NAME						
	a. LAST NAME				4	64	X(4)
	b. FIRST NAME				4	68	X(4)
5	RACE				1	69	X
6	SEX				1	70	X
7	BIRTH DATE (MM/DD/YY)				6	76	X(6)
8	PRE-K DATA						
	a. PRE-K C. C. CENTER				3	79	XXX
	b. PRE-K CARE CODE				4	83	X(4)
	c. EXPOSURE				2	85	XX
	d. ABSENCES				3	88	XXX
	e. SPECIAL EDUCATION INDICATOR				1	89	X
					TOTAL CHARACTERS OF INFORMATION		

* Enter a "Y" if applicable. If a "Y" is entered under the 1401 block, note that 1401 requires 9's padding, record marks and no beginning tape mark.

REMARKS:

Prob. A5400H | Progmr. | Run | Date 6/21/77

DESCRIPTION:
EARLY CHILDHOOD BASE FILE
(FIXED PORTION)

COPY NAME | • | 370
FILE: ECINFD, ECOUTFD | STD. LABELS |
UNLABELLED |
RECORD: ECWKREC | MULTI-VOL.

FILE SEQUENCE | STORAGE MEDIA: TAPE .DISK: CARD: | STANDARD LABEL FILENAME: SYS #:

☐ Input | Volume | Frequency
☐ Output | Blocking | Max. Block Size

DATA LEGEND – DEFINE WITH COBOL PICTURES
9 Numeric | A Alpha
S9 Sign Numeric | V Assumed Decimal
X Alphanumeric

ITEM NO.	ITEM DESCRIPTION	ITEM SOURCE		MAX. NO. CHARS.	NO. OF BYTES	CUM. MAX. BYTES	DATA PICTURE
	f. SCORES (1 DIGIT EACH)				6	95	X(6)
9	FILLER				1	96	X
10	STATUS INDICATOR				1	97	X
11	MATCH INDICATOR				1	98	X
12	SEGMENT COUNTER			3	2	100	S999
	TOTAL CHARACTERS OF INFORMATION					100	

* Enter a "Y" if applicable. If a "Y" is entered under the 1401 block, note that 1401 requires 9's padding, record marks and no beginning tape mark.

REMARKS:

Progmr.		07/21/77

DESCRIPTION:	COPY NAME	*	370
EARLY CHILDHOOD BASE FILE (VARIABLE PORTION MAY OCCUR 13 TIMES DEPENDING ON SEGMENT COUNTER)	FILE:	STD. LABELS	
		UNLABELLED	
	RECORD:	MULTI-VOL.	

FILE SEQUENCE	STORAGE MEDIA: TAPE	DISK:	CARD:
	STANDARD LABEL FILENAME:		SYS #:

☐ Input	Volume	Frequency
☐ Output	Blocking	Max. Block Size

DATA LEGEND – DEFINE WITH COBOL PICTURES

9	Numeric	A	Alpha
S9	Sign Numeric	V	Assumed Decimal
X	Alphanumeric		

ITEM NO.	ITEM DESCRIPTION	ITEM SOURCE		MAX. NO. CHARS.	NO. OF BYTES	CUM. MAX. BYTES	DATA PICT.
1	EARLY CHILDHOOD DATA						
	a. YEARS (YYYY)			4	3	3	S9(4
	b. SCHOOL				3	6	XXX
	c. GRADE				3	9	XXX
	d. RSB				4	13	X(4)
	e. DAY CARE CENTER NUMBER				3	16	XXX
	f. SUMMER SCHOOL CODE				1	17	X
	Ø = NO; 1 = YES						
	g. ABSENCE				3	20	XXX
	h. MODEL CODE				2	22	XX
	i. EXPOSURE CODE				1	23	X
	j. TEST SCORES (3 DIGITS EACH)				36	59	X(36
	k. OTHER PROGRAM EXPOSURE				1	60	X
	l. OTHER PROGRAM SCORES (3 DIGITS EACH)				9	69	X(9)
2	FILLER				1	70	X

* Enter a "Y" if applicable. If a "Y" is entered under the 1401 block, note that 1401 requires 9's padding, record marks and no beginning tape mark.

TOTAL CHARACTERS OF INFORMATION	70

REMARKS:

APPENDIX C

Parent Involvement Component

- Parent Volunteer Data Form

"Your time is important to us - please sign in"

SCHOOL DISTRICT OF PHILADELPHIA

VOLUNTEER DATA FORM*

VOLUNTEER NAME: _____ PROGRAM _____

VOLUNTEER NUMBER: _____ TEACHER NAME/SIGNATURE _____

CENTER/SCHOOL NAME: _____ PARENT INVOLVEMENT REPRESENTATIVE _____

CLASSROOM PARTICIPATION (C)			PROGRAM MEETINGS/ WORKSHOPS (M/W)			FUND-RAISING ACTIVITIES (F)			CLASS TRIPS (T)			RELATED ACTIVITIES- (e.g., work done at home, holiday social activities)		
DATE	TIME IN	TIME OUT	DATE	TIME IN	TIME OUT	DATE	TIME IN	TIME OUT	DATE	TIME IN	TIME OUT	DATE	TIME IN	TIME OUT
TOTAL HOURS:			TOTAL HOURS:			TOTAL HOURS:			TOTAL HOURS:			TOTAL HOURS:		

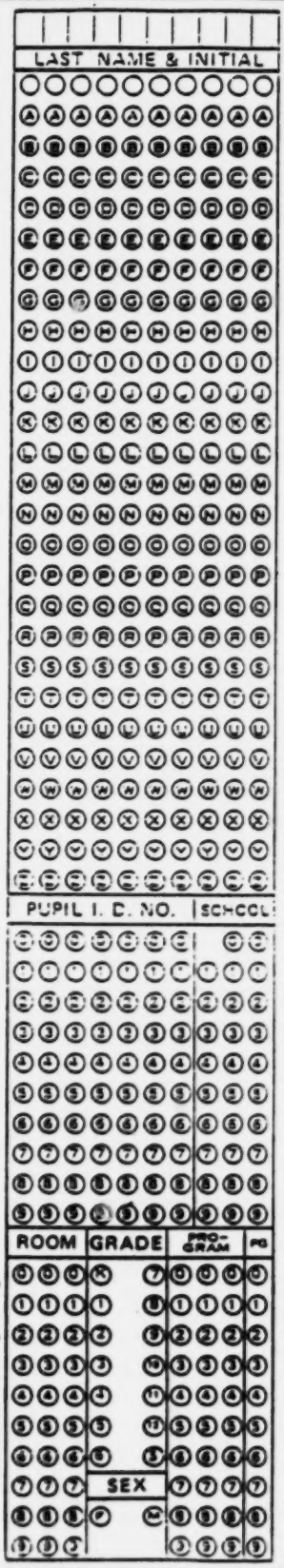
*The VOLUNTEER DATA FORM (VDF) is to be used to record the date and hours devoted to volunteer activity. INSTRUCTIONS FOR COMPLETING THE VDF: Using a separate sheet for each volunteer, assign a <u>two digit</u> number (00-99) or a letter/digit code (A1 to A9; B1 to B9; C1 to C9, etc.) for each volunteer. Use the assigned volunteer number for the individual for the entire school year. <u>PLEASE SIGN IN AND OUT ON THE HOUR, HALF HOUR OR QUARTER HOUR ONLY.</u>

Turn in VDF's when requested for only those volunteers with more than (5) documented volunteer hours. Complete a Center Volunteer Data Form to record hours of individuals you feel will have less than five hours for the entire school year (you have an Xmas party, and all parents attend). Use the Volunteer Number Z1 for this purpose. The Center Volunteer Forms(s) must be accompanied by either the VDF's or Sign-In Sheets at the end of the school year for the hours to be

APPENDIX D

Staff Development Component

- Staff Development Feedback Form
- Annual Staff Development Questionnaire



DIRECTIONS

STAFF DEVELOPMENT FEEDBACK

Select your responses to items A-G by darkening the circle on the right side of the form that corresponds to the series of printed answers. *(Please ignore left hand side of form unless you would like another session, in which case enter your name at top and darken appropriate letters below.) Comments/suggestions may be written on this form. Please be sure that this form is given to your workshop leader. Thank you.

MARKING INSTRUCTIONS

Use black lead pencil only. (No. 2½ or softer)

Make heavy black marks that fill circle completely.

Erase completely any answer you wish to change.

Make no stray marks on this answer sheet.

HEADER

A. Identify the program sponsoring the workshop: 1. A+ 2. BARC 3. BMK 4. CC 5. DUNBAR	①	②	③	④	⑤
1. FT 2. GSDC 3. K 4. KA 5. PCN	①	②	③	④	⑤
1. PKHS 2. PSCC 3. PSP 4. TP	①	②	③	④	⑤
B. Identify your current position: 1. Principal 2. Teacher 3. Assistant Teacher 4. Classroom Aide 5. Parent Scholar	①	②	③	④	⑤
1. Supervisor 2. Resource Teacher 3. Parent Trainer 4. Volunteer 5. Other	①	②	③	④	⑤
C. How informative was the session: 1. Very 2. Somewhat 3. Not	①	②	③	④	⑤
D. How effectively was the subject matter presented? 1. Very 2. Somewhat 3. Not	①	②	③	④	⑤
E. Were there opportunities for you to be actively involved? 1. Yes 2. Somewhat 3. No 4. Not Applicable	①	②	③	④	⑤
F. Was the subject matter appropriate for your present responsibilities? 1. Yes 2. Somewhat 3. No 4. Not Applicable	①	②	③	④	⑤
G. Can you make use of the information from this session without further training? 1. Yes 2. Would like another session*	①	②	③	④	⑤
Suggestions/Comments: _____	①	②	③	④	⑤
_____	①	②	③	④	⑤
_____	①	②	③	④	⑤

4-76 PLEASE CONTINUE ON THE OTHER SIDE

SCHOOL DISTRICT OF PHILADELPHIA
EARLY CHILDHOOD RESEARCH AND EVALUATION UNIT
ANNUAL STAFF DEVELOPMENT QUESTIONNAIRE*

STATEMENT OF INTENT:

The purpose of this questionnaire is to continue documentation of the perceived effectiveness of staff development sessions provided to the staff of the early childhood programs. The data obtained from this survey are used to: identify areas of interest for group staff sessions; assess the staff satisfaction of services received from supervisory/resource/support personnel; and assess which areas of staff development were most helpful in classroom/center activities.

Staff development is considered to consist of all activities which lead to professional growth and/or provide new techniques and ideas related to instructional, organizational and managerial activities. *It includes group and cluster meetings; workshops; conferences; on and off-site inservice activities; classroom demonstrations; informal meetings and/or discussions which seek to assist an individual perform more effectively in the classroom.

We would appreciate it very much if you would complete this questionnaire.

Please answer each of the following questions by circling the appropriate number which corresponds to your selected answer.

Thank you.

BACKGROUND INFORMATION

---

1. Identify the program in which you work:

Child Care/Comprehensive Day Care Services	1
Follow Through (Original)	2
Get Set Day Care/Comprehensive Day Care Services	3
Parent Cooperative Nurseries	4
Prekindergarten Head Start	5
Preschool Child Development Project	6
Primary Skills	7
Project Success	8

---

2. What is your present position:

Head/Lead Teacher	1
Teacher	2
Assistant Teacher	3
Aide	4
Caseworker/Social Worker	5

---

3. Counting this year, how much experience have you had in early childhood, (i.e., Preschool through Grade 4):

Less than one year	1
1 - 5 years	2
6 - 10 years	3
More than 10 years	4

SY:86-87

4. Listed below are some services provided by supervisory/resource/support personnel. Please indicate your satisfaction or lack of satisfaction with the services received by circling the appropriate number. If the service was not provided, please indicate by circling the Number 3 following that service.

	Services	Generally Satisfied	Generally Not Satisfied	Was Not Provided (Not Applicable
A.	Provided workshops or other group (or cluster) meetings	1	2	3
B.	Provided a classroom demonstration or other on-site training	1	2	3
C.	Assisted in the completion and submission of required data and other necessary information	1	2	3
D.	Informed you of program activities and changes	1	2	3
E.	Informed you of School District administrative discussions and procedures	1	2	3
F.	Located and provided available resource materials	1	2	3
G.	Gave support to your individual concerns	1	2	3
H.	Gave support in solving classroom management problems	1	2	3
I.	Offered support in working with volunteers and paraprofessionals	1	2	3
J.	Offered support in parent involvement activities/ concerns	1	2	3
K.	Gave support in helping to individualize instruction and/or promote small group instruction	1	2	3
L.	Gave suggestions about the effective use of the curriculum and/or classroom materials	1	2	3
M.	Reviewed lesson plans and recommended changes	1	2	3
N.	Evaluated or appraised performance	1	2	3
O.	Arranged off-site inservice	1	2	3
P.	Informed you of educational activities outside the School District	1	2	3

	5. Indicate if the assistance given or staff development received in the areas listed below was helpful to you in the classroom by circling the appropriate number.	Helpful	Was Somewhat Helpful	Was Not Helpful	Was Not Provided (Not Applicable
A.	Parent involvement	1	2	3	4
B.	Child growth/development issues	1	2	3	4
C.	Development of curriculum materials (make-take workshops)	1	2	3	4
D.	Classroom and/or personnel management	1	2	3	4
E.	Helping children take tests, complete checklists, or do daily classroom activities	1	2	3	4
F.	Making effective use of space in classrooms	1	2	3	4
G.	Improving the basic skills or basic skills readiness	1	2	3	4
H.	Individualizing instruction/organizing small group instruction	1	2	3	4
I.	Utilization of paraprofessionals	1	2	3	4
J.	Sharing group expertise/problems/concerns	1	2	3	4
K.	Assessing teaching methods/performance	1	2	3	4
L.	Providing information and/or direct service related to nutrition/health/social service	1	2	3	4
M.	Bilingual education issues	1	2	3	4
N.	Dealing with suspected child abuse/neglect	1	2	3	4

6 By circling the Number 1 in the appropriate column, select only five (5) areas which interest you for future assistance and/or staff development.

A.	Parent involvement	1
B.	Child growth/development issues	1
C.	Development of curriculum materials/make-take workshops	1
D.	Classroom and/or personnel management	1
E.	Helping children take tests, complete checklists, or do daily classroom activities	1
F.	Making effective use of space in classrooms	1
G.	Improving the basic skills or basic skills readiness	1
H.	Individualizing instruction/organizing small group instruction	1
I.	Utilization of paraprofessionals	1
J.	Sharing group expertise/problems/concerns	1
K.	Assessing teaching methods/performance	1
L.	Providing information and/or direct service related to nutrition/health/social service	1
M.	Bilingual education issues	1
N.	Dealing with suspected child abuse/neglect	1

7. Comments/Suggestions: